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ABSTRACT

The Amalgamated Day Care Center is an independent trust established through a collective bargaining agreement between the Amalgamated Clothing Workers of America, AFL-CIO, and the employers of the garment industry. The free center, open from 6:00 a.m. to 6:00 p.m., is located near the Chicago garment industries to minimize transportation problems for parents. No attempt is made to determine family income and the sole criterion for admittance is union membership. The center places primary emphasis on intellectual and language development to prepare its students to enter public schools. It also seeks to develop self-reliance, a strong self-image, and inner controls, and emphasizes the presentation of positive ethnic models and attitudes for the Black, Chicano, Puerto Rican, and Anglo children. The free health program is supplemented by a nutrition program of breakfast, hot lunch and snacks. The 60 children are divided into four classrooms with one teacher and one assistant teacher serving each group. Information is provided on policy making, center and staff organization, use of resources, parent, teacher, and observer comments. An appendix includes a daily classroom schedule, sample menu, child progress report and a union pamphlet. (AJ)

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DAY CARE PROGRAMS
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"A ROLLS-ROYCE OF DAY CARE"

Amalgamated Day Care Center
Chicago, Illinois

Principal Author: Brigid O'Farrell

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Faith Johnson
Rodolfo Sanchez

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

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National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER build for day care, owned by ACWA

SPONSORED BY: Amalgamated Social Benefits Association, (private, non-profit corporation), Amalgamated Clothing Workers of America (ACWA), AFL-CIO

ADMISSION CRITERIA: At least one parent a member of ACWA

TOTAL CHILDREN: 60 enrolled/54 A. D. A. (pre-school)

TOTAL PAID STAFF: 17 (11 full-time) 476 hours/week

TOTAL IN-KIND STAFF: 1 (0 full-time) 20 hours/week

HOURS: M-F, 6:00 a. m. - 6:00 p. m. 52 weeks

SPACE: (sq. ft. /child): Indoor: 68
Outdoor: 49

CENTER OPENED: March 1970

STAFF POSITIONS: Administrative Assistant - ACWA (Union Liaison), Director, Psychiatric Social Worker, Pediatrician, Pedodontist, 4 Teachers, 4 Assistant Teachers, Secretary/Bookkeeper, Cook, 2 Custodians

CONTACT: Director, Amalgamated Day Care Center
323 S. Ashland
Chicago, Illinois

312 243-3147

DISTRIBUTIONS

ETHNIC: Children: 42% Black, 26% Anglo, 19% Chicano, 4% Puerto Rican, 9% Other Spanish-speaking.
Staff: 27% Black, 13% Chicano, 7% Puerto Rican, 53% Anglo.

SEX: Children: 48% Girls, 52% Boys; Staff: 67% Women, 33% Men.

ADULT/CHILD RATIO: 1 to 4. 5

ADULT/CHILD CONTACT HOUR RATIO: 1 to 4. 9

FAMILY STATUS: 85% complete, 15% mothers only

PARENT EMPLOYMENT: 100% employed

COSTS

TO PARENTS: None

TO CENTER: $2,925 per child/year, $1.42 per child/hour

ESTIMATED FUNDING, 1970-71:

Amalgamated Social Benefits Association (ACWA) -	$154,100
In-Kind -	3,900
	$158,000

NOTABLE ELEMENTS

DAY CARE AS UNION PROGRAM:

FINANCING

EDUCATION PROGRAM

HEALTH CARE

AMALGAMATED, NOVEMBER, 1970

The Amalgamated Day Care Center is located on Chicago's West Side, in a re-emerging industrial area on the edge of a ghetto. Many unions are putting up new buildings and tearing down dilapidated houses in the area. (Additional Amalgamated day care centers will be located much closer to the factories themselves, since there is no central residential area for them to serve, and transportation is a problem for parents.) In general, it's a rather grim industrial setting: the brightest spot for blocks around is the three-foot-high address number, in red, yellow, and blue numerals, on the front of the day care center building.

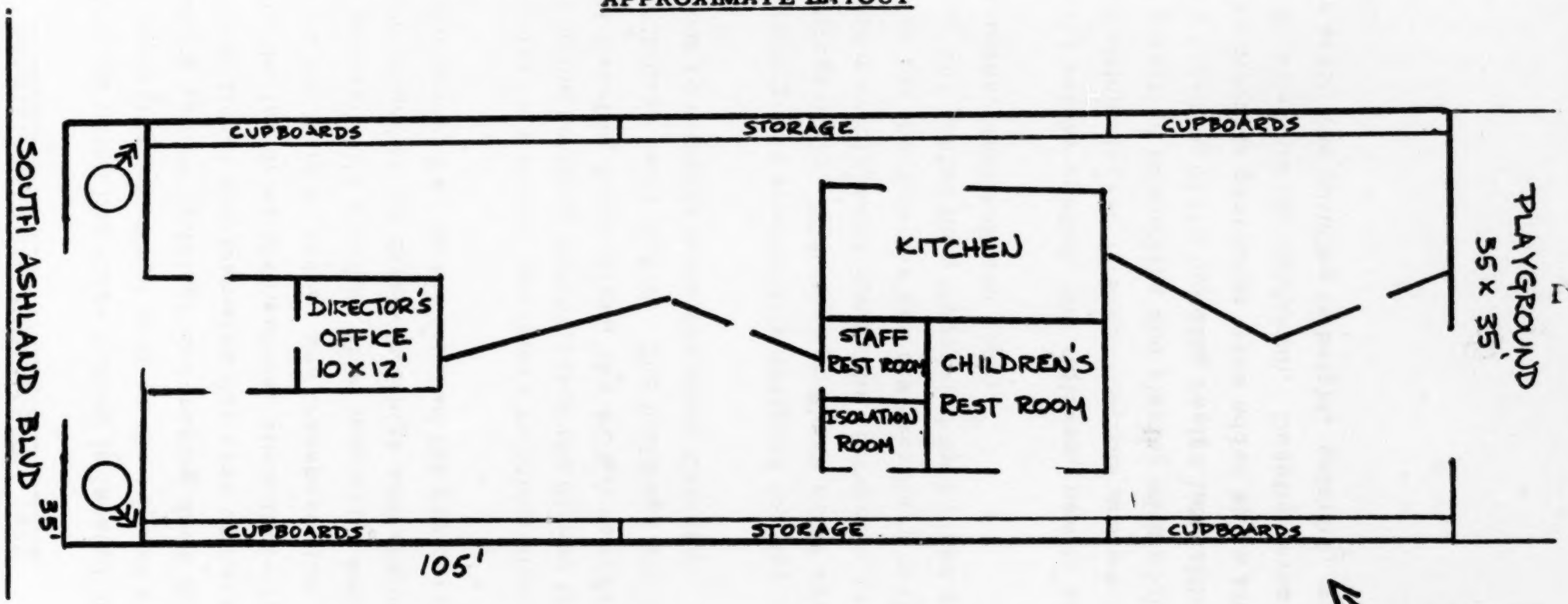
The center is a small, one-story building, immediately adjacent to the 5-story union building which houses the Sidney Hillman Health Center, Social Benefits Association, the ACWA retiree's center, and offices of the Chicago Joint Board. The buildings are just off the expressway, about 10 minutes from downtown Chicago.

The building was specifically designed for day care use, although not entirely successfully. The front and back walls are almost all glass; glass doors and movable walls divide the classroom areas. There is one small office for the director and the secretary in the center-front of the building, and behind that, separated by a class area, are the kitchen, restrooms, and isolation room.

When the center opened, the children, new to any kind of away-from-home situation, lacked internal controls and were unaccustomed to limits and direction in working and playing with adults and other children. The freedom of the building design intensified this chaotic situation. The movable partitions were added as an afterthought, in an attempt to alleviate the confusion. Despite some current inconveniences for the staff, the building is bright, colorful, warm and fun for little children.

AMALGAMATED DAY CARE CENTER

APPROXIMATE LAYOUT



Total sq. ft.: 7,300
Indoor = 3,675
Outdoor = 2,625

Space/Child: 135 sq. ft.
Indoor = 68 sq. ft.
Outdoor = 49 sq. ft.

Scale: 1" = 12'

Each child has his own section of cupboard along the side walls, and his own small cot stacked underneath. The tables and chairs are all child-sized as well as the water fountains, sinks, and windows. The director's office is surrounded on two sides by glass so anyone can see in even when the door is shut. There is no room into which the children don't have either free access, or a clear view to see what's going on. There is a playground in back of the building, and steps from it lead up to the roof of the building, which has also been made into a fenced-in play yard.

The atmosphere at Amalgamated is one of warm, relaxed fun, a bit hectic at times. The center is open from 6:00 AM to 6:00 PM. There is no transportation system, so the parents bring their children in on the way to work and pick them up on the way home. All day long there is a steady stream of parents, union officials, visitors, and children in and out of the building.

The center has been open less than a year, and its staff have kept the operation open to a great deal of flexibility and change. In November the center was not yet up to its capacity of 60 children, and the addition of at least one more teacher was planned. The union considers the center a showplace for quality day care, and uses it to encourage both companies and other unions to expand day care capabilities.

The day care staff, union officials, and union membership work well together, primarily because of the organizational and administrative efforts of two people: Muriel (Manni) Tuteur, center director; and Joyce Miller, administrative assistant to the manager of the Chicago Joint Board and vice president of ACWA, Murray Finley. Teamwork between the two positions they fill would seem to be necessary in making any union day care center work.

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Manni Tuteur has been in the field of day care for almost 20 years, although this is her first experience working for a union. She was formerly with the Chicago Jewish Community Center. She's about 50, short, with short iron-gray hair. She admires what the union is doing and is determined to help make it work. She has a great deal of sensitivity to the children and their parents, as well as good rapport with her staff; she's friendly and easy-going, but she can be very tough and seems completely unflappable. There is a great deal of mutual respect between Manni and staff. At the union headquarters she is the expert on day care, consulted and listened to on that basis.

While Manni Tuteur is the authority on day care, Joyce Miller is the expert on relations within the union. Joyce has been in the labor movement for several years and knows how to get things done. Once it was decided that day care was indeed a very important social program for the union to provide, she was given the go-ahead to make it work. A tall, well-dressed woman, direct and to the point, she personifies the union's feeling of commitment to day care. With her help, the first center is now running smoothly, and she and Manni are looking at locations for the second one.

At first glance, one gets the impression that the entire Amalgamated program has been gone into almost casually, without a great deal of planning and forethought. Gradually, however, a picture and a plan emerge. In the next few years, quality day care will be available, free of charge, to every member of the Amalgamated Clothing Workers of America in the Chicago area.

NOTABLE ELEMENTS

The Amalgamated Day Care Center is, in itself, a notable element within the ACWA's social benefits program. The fact that the center is seen as a model for future expansion has resulted in the development of several exemplary features, including financing, education, and health care. These features are a direct result of union sponsorship, and can be duplicated only in the case of backing from an organization with similar commitment and resources.

Financing

The Amalgamated Day Care Center is funded through the Amalgamated Social Benefits Association. This is an independent trust, established through a collective bargaining agreement between the ACWA and the employers of the garment industry. The employers supply a certain amount of money equal to a percentage of the monthly payroll, the amount therefore varying from factory to factory. The union is free to use this money to provide services for members. Union trustees decided in 1969 to use a portion of this money to establish day care centers.

Building plans for the first center were initiated with the expressed idea that this could become a model quality day care center upon which additional centers could be based. A new building was erected for the center. In the first year of operation the director was given freedom to spend whatever she felt was necessary to efficiently establish and operate a day care center that would more than adequately meet the educational, emotional, recreational, social, and nutrition and health needs of the union members' children.

This financial arrangement has enabled the director to devote the majority of her time to working with the staff and the children, developing total child development program for their specific needs.

None of her time is required for fund-raising activities. Administrative work is kept at a minimum, and most of the accounting and public relations functions are handled by the appropriate union offices.

After the first year of operations, a careful evaluation of this pilot project will produce reasonable budgets and guidelines to plan and operate additional centers as efficiently and economically as possible. Under later, more limited budgets, however, directors will still not have to be concerned with fund-raising and many other administrative functions which take up a great deal of most center directors' time. Amalgamated will remain-- albeit at a relatively higher cost-- the "model" center, or as one of the union people put it, "a Rolls-Royce of day care."

Educational Program

Early education is a special need for children whose environment limits the amount of intellectual stimulation they get in their pre-school years. In consultation with the psychologist who visits the center periodically, the staff has assessed its client children as experientially deprived, and has planned a complete educational program for them on that basis. Although all aspects of the program are interrelated, primary emphasis is placed on intellectual development, particularly on general language development. Many of the children do not speak English or speak and understand it poorly; parents have expressed particular concern about this, wanting to be sure the children are prepared to enter the public schools.

Because the center is relatively new, the curriculum is still extremely flexible. The aim is a program oriented to the total child, so that the child is always surrounded by, and constantly made aware of, colors, shapes, textures, consistencies, counting, measuring, and tactile experience through work and play with the materials around him. The process is not random, however; there is a basic structure to the day with constant, on-going evaluation.

The staff meets once a week with the director to discuss and plan the program. At each meeting, six or seven "things that need to happen with the child" are brought up, then new program ideas worked out to make them happen. Progress since the previous meeting is also evaluated.

A guiding principle in the center program is the attempt to understand the child's behavior in the light of his background and family situation. Work with the parents is just beginning, but parents are gradually realizing that the people at the center are truly concerned not only with the children but also with the overall improvement of the family's life. No attempt is made by the center, however, to gain information about individual family incomes. The sole criterion for admittance is union membership, and only information related to the child's development is requested.

Children are encouraged to develop a strong sense of self-reliance: they take off and put on their own clothing, have their own tables, chairs, sinks, toilets, and water fountains. They have their own locker and storage space, at child height. They have open snack times, and are encouraged to help with serving and fixing food, and to clean up after themselves.

There is also emphasis on developing a strong self-image in the children. Activities are designed to encourage positive, successful experiences, avoiding competitive situations which the child's experience has not prepared him for. The staff praises and encourages achievements in language, reading development, cooperative peer relations, and self-reliance. At the beginning the children are rewarded with M&M candies-- a controversial feature of the program with some parents-- then gradually verbal praise is substituted for the candy rewards.

One of the main areas of concern in the total program is the development of inner controls, which most of the children lack upon

enrolling in the program. The child is encouraged to accept limits, controls, and directions from adults, and to work with other children. There is no corporal punishment for misconduct, which often raises conflict with the parents, who are more accustomed to responding to misconduct or conflict with a more severe or physical means of punishment.

Strong emphasis is also placed on ethnic backgrounds. Staff selection criteria included mixed ethnic backgrounds and both male and female sexes, with considerable attention given to finding strong male-image staff who were Blacks. The present staff is a successful mixture of Black, Chicano, Puerto Rican, and Anglo men and women. There are also appropriate ethnic materials for the children to use, including records, books, puzzles, and dolls. Different ethnic foods are served for lunches.

Cooperative work and play among the children, and between teacher and children, is encouraged. A rocking boat which holds four children, lotto games, large hollow blocks for building structures for dramatic play, doll houses and furniture, and helping in the kitchen are all provided as regular activities to stimulate cooperation.

In answer to strong parental concern about language development, the Peabody Kit is used as a starting point, as part of the daily routine. The Peabody Kit is considered helpful only if followed up with a great deal of staff reinforcement and expansion. This is complemented by use of some of the techniques found in the New Nursery Book and individual work with the children.

Pre-reading skills are developed by reading to the children, listening to them and giving them opportunities to tell stories both to the group and to the teacher separately, as well as by the supergraphics on the walls and cupboards.

Science experiments, unit blocks, and graduated cylinders are aimed at logical conceptual development, while a wide range of puzzles,

games, toys, books, etc., are used for sensorimotor, perceptual, and numerical concept development. Television sets are available so that Sesame Street is also used, but the program is not a regularly scheduled part of the day's activities.

Special time is set aside for art, crafts, and music. Record players, paints, clay, crayons, books, easels, chalk, scissors, etc., are all supplied for use on specific projects, as well as for free play activities, especially in bad weather. One particularly successful project was painting the 4-foot-high doll house-- each child was draped in protective plastic, and allowed to use hands or brushes to help with the painting.

All of the center activities and experiences are supplemented by field trips. Children are taken to museums, zoos, parks, etc., usually in small groups so that each child can derive a fuller experience.

In short, Amalgamated's educational program is a day care rarity: the director and staff have had the opportunity to make full use of existing materials and to seek out new ones, to construct the fullest possible development program without any substantial budgetary constraints. As a cautionary note, it has been found that children and staff may fail to take appropriate care of the materials and equipment available, in an aura of unlimited funding. Teachers are also now being encouraged to develop some of their own materials, not because of financial restrictions but as a training and involvement technique.

Health Care

Amalgamated Clothing Workers of America sponsors its own health clinic, available to union members and members of their families 13 years of age and older. This complete medical, dental, and pharmaceutical clinic offers free medical service and prescription drugs as well as eyeglasses, physiotherapy, etc. The center has a staff of

36 doctors, located on two floors of the Social Benefits building next door to the day care center.

With the initiation of the day care center, the union has now extended the comprehensive health program to include pre-school-age children enrolled in the center, as well as the day care center staff who become members of ACWA. Each child is given an examination and inoculations, and a medical record is begun. A pediatrician has been retained, who visits the center three times a week. A pedodontist examines each child's teeth and performs all necessary dental work including fillings and extractions.

Any serious problems are discussed with the parent and then referred to the health clinic for immediate attention. Dental work is referred to a private pedodontist but financed by the union. Drugs, eyeglasses, and any corrective measures such as braces, orthopedic shoes, etc., are also taken care of.

The nutrition program supplements the health program by providing two well-balanced meals, breakfast and a hot lunch (plus snacks), adjusted where necessary to compensate for previously deficient diets.

As a further supplement to the health program, a psychiatric-social worker spends one day per week at the center, and in instances of severe emotional disturbance children have been referred to other institutions, with union financing.

BACKGROUND INFORMATION

History

Research by the Amalgamated Clothing Workers of America indicates that one in every three workers is a woman. The economy of the United States is today dependent on the women who have entered the work force. While the garment industry itself at one time employed 80 males for every 20 females, now the opposite is true. Women have been encouraged to join the labor force, but little has been done to solve the problem of caring for their children.

The women in the garment industry by and large have to work, and in the absence of quality day care facilities they are forced to leave their children without proper supervision. The ACWA has, therefore, recognized day care as something to which working parents are fully entitled, and consequently a responsibility of both labor and management.

Thus in 1969 the Baltimore Joint Board of the ACWA negotiated a collective bargaining agreement with the garment industry in that area, which included establishing a special trust fund to provide day care centers for members' children. Members enrolling their children were asked to pay $5 per week. By November, 1969, the first center was in operation with 80 children; now the Baltimore Joint Board has 4 centers and eventually hopes to serve more than 2,000 children. The union is primarily responsible for day-to-day operations of the centers, with both management and labor represented on the Policy Board.

In 1969, the Chicago Joint Board of ACWA began to look into the possibility of providing day care for their members. In Chicago, however, it was decided to provide day care services out of the money already supplied by management through the Social Benefits Association, at no direct cost to the members. The Baltimore operation and European day care systems were studied, and plans were started to

build a center on land belonging to the Chicago Joint Board. In January of 1970 the director was hired, and on March 28, 1970, the center opened its doors.

Community

For Amalgamated, the community is the union membership throughout the Chicago area. It is composed of a wide ethnic mix, including Blacks, Chicanos, Puerto Ricans, and first- and second-generation European immigrants. At least one parent in each member-family is working, but a recent slowdown in the industry has resulted in many lay-offs and shorter work weeks. The factories shut down completely last summer for a two week vacation, so the day care center was also closed.

Information about the center has been spread primarily by shop stewards and by the union newspaper. The membership is already familiar with other social benefits provided by the union, such as the health clinic, the retirees' program, and the guaranteed financial support for college educations for children of union members, as well as insurance and pension benefits and low income housing. The general feeling among union management is that if the centers are there, the children will come. Plans already are underway for a second center, as the original one approaches its capacity of 60 children.

It is not known exactly how many children of union members are in need of day care, but it is presumed to be a considerable number, since membership in the union is now over 70 percent women. In the Chicago area there are more than 38,000 children of pre-school age who could use day care centers; only 4000 spaces for children in day care centers now exist. Many of these are privately operated and cost $20-$35 per week, far out of the range of possibility for average and low income working mothers. Facilities are needed throughout the entire metropolitan area for infants, pre-school, and school-age children.

Parents

Parents of most center children-- both mothers and fathers-- are average to low income blue-collar workers. Incomes range from $4000 to $12,000 annually and the average wage is $3.40 per hour. Most of the families are complete, with one or two children. Day care centers will only be accepted by these parents gradually; most of the parents and grandparents come from old and proud traditions, and are opposed to receiving any kind of charity or welfare. It is more generally acceptable to them to leave children in the care of relatives or neighbors than in a school with strangers.

There is great interest, however, in seeing the children develop, both mentally and physically, and because of this, the confidence of the parents is gradually being gained. Because the parents work, they are not free to come into the center during the day to investigate its benefits; after work they are tired, with little interest in coming to evening parents' meetings. Therefore, education of the parents with regard to center capabilities is a slow process. There has been only one parent's meeting held, on a Sunday. Attendance was 50%. The parents do bring the children in the morning and pick them up at night, so there is a brief opportunity to see what the children are doing and to visit with the staff.

Parents so far regard as most important the breakfast, hot lunches, health care, and preparation for public school. Many of the parents speak little or no English, and are very happy that their children are learning to read and write, as well as speak English.

The director hopes to develop Parent Advisory Committees for the center, and to hold regularly scheduled parent meetings to involve the parents more fully in the center, and to insure that what is learned in the center is reinforced in the home.

BASIC PROGRAM

Education

The children are divided into four "classroom" areas on the basis of age and ability: 3-year-olds, 3-and-4-year-olds, 4-year-olds, and 4-and-5-year-olds. One teacher and one assistant teacher serve each group of from 8 to 15 children. The classroom areas are all similarly equipped (since the classroom area was originally designed to be one large room). Movable walls and swinging glass doors about six feet high are the only dividers. There is a good deal of interchange between classrooms and groups in order to use some of the larger equipment (such as the rocking-boat stairs) and the restrooms and the kitchen.

The entire building has wall-to-wall carpeting, and all of the cupboard space is built into the walls. Cupboards for the child's personal property, play equipment, etc., start a short distance above the floor and reach almost to the ceiling; the child-sized cots are stacked underneath. The cupboards have sliding doors, easily workable by the children, which are covered in large, brightly colored numbers and letters. The children pull out their own cots and set them up for naptime. Each area also has its own child-sized table and chairs to work on and for eating meals and snacks. Chalkboards, easels, record players, books, puzzles, and blocks are readily available. The areas are warm, cheerful, and well equipped.

There are two outdoor play areas, one immediately at the back of the building and the other on the roof, with stairs going up from the first level. Both play areas are well equipped with large-muscle play and exercise toys, including sandbox, sliding board, jungle gym, and UFO. The two areas provide enough play space that all of the children may go out at one time, if necessary.

The teacher and assistant teacher work with their group on an individual basis, in small sub-groups, and as a class. Since the center is open from 6:00 AM to 6:00 PM, the teacher hours are staggered. The director works individually with the teachers and children, sometimes in the company of a psychiatric-social worker who comes once a week. Arrangements have also been made for a psychologist to come periodically to test the children.

The basic schedule for the day begins with breakfast at 8:00 AM, followed by clean-up, structured activity, free play, music of some kind, outdoor play, wash-up and story, snack, shape and concept learning, free play, Peabody Kit, wash-up and prepare for lunch, lunch, nap, then individual work or free play as the children begin to leave. The methodological approach to education is covered in detail in the Notable Elements section. A complete daily schedule is included in the Appendix to this volume.

Food

The center provides breakfast, morning snack, hot lunch, and an afternoon snack every day. There is a fully equipped kitchen in the building, and a full-time cook. Food is ordered in bulk from local wholesale houses, and menus are planned, by the secretary, in consultation with the director. Meals are planned within the guidelines of the Chicago Board of Health. A sample weekly menu is included in the Appendix to this volume. Different ethnic foods and holiday specialties are served throughout the year, and birthday cakes are provided for each child.

The food is brought from the kitchen into the rooms on two-tier trays. The children help set the little tables in each room, and also clean up. Teachers eat their meals with the kids, encouraging them to try everything and not to take more than they can finish. There is no pressure to clean their plates. The children are allowed to

leave the table when they are finished. Meals and snack times are considered an integral part of the total learning experience, and are generally a very pleasant part of the day.

Transportation

The center does not provide transportation for the children. The director estimates that about two thirds of the children are brought to the center by the parents in their own cars, and approximately one-third are dependent on public transportation. This presents some problems for parents who are dependent on public bus schedules, transfers, fares, etc., while attempting to deliver small children and still get to work on time. It should be noted that pay rates in the garment industry are based on piecework, so that every minute taken away from the scheduled work hours results in direct loss of pay.

The center hopes to alleviate this problem in two possible ways. The first is to establish more centers in close vicinity to the garment factories, a plan already being followed in establishment of the second center, in a renovated building right next to a factory. The second possibility is establishment of a center in the moderate income housing project that the union is currently building. An additional solution might be union-provided transportation on a joint basis for day care centers and retiree facilities, since both face the same problem of traveling to the present center via public transportation from all over the city.

Health Care

See Notable Elements, pages 11 - 12.

Social Service Resources

The day care center in and of itself is a social service resource to the union. It is also proving to be a very useful means of approach to other areas of social need for union members, on an almost happenstance basis.

For example, one woman sought help from the center in filling out her unemployment compensation forms. She did not want to accept "charity," and could not read English well enough to understand and fill out the form. One of the Spanish-speaking teachers at the center explained the form and helped her fill it out; then a phone call was made to the appropriate office to insure there would be no difficulty when she picked up her check.

Similarly, a child in the center was found to be severely emotionally disturbed, to a degree that made his continued attendance deleterious to center programs. He was referred by the director to a pre-school clinic for emotionally disturbed children, one that accepts children only if the parents agree to counseling at the same time.

Because of this kind of experience, the center is now exploring the possibility of a more active role in social services. The exploration is tentative, because the client population tends to shy away from any hint of social welfare in the usual terms. Present thinking is in terms of an additional staff member to handle these situations full-time, to follow up on them, acting as liaison when necessary between the union member and any outside agency. The service is needed, and there are prospects that the union will agree to supply it.

Parent Education

There is very little formal contact with parents at the ACWA center, encounters being limited almost entirely to the pick-up and delivery of children to the center. Additional parent contact through day care and social services is at present in the developmental stages.

ORGANIZATION

Policymaking

Policy for the day care center is set by the Amalgamated Social Benefits Association, an entity of the Chicago Joint Board of the Amalgamated Clothing Workers of America. The Board consists of eight union officials. The Amalgamated Social Benefits Association is a separate trust established through collective bargaining, based on a percentage of payroll, to operate the union's health and welfare programs. Decisions are based on what is best for the union membership.

The manager of the Joint Board, Murray Finley, who is also an elected vice president of ACWA, has been the primary driving force behind establishment and operation of the center. His administrative assistant is the liaison between the Joint Board, the Social Benefits Association, and the center director. Policy decisions are transmitted through the administrative assistant; center needs affecting policy are transmitted back to the board by the same route. Final approval on policy matters, however, rests with the full Social Benefits Trustees. Specific areas of the program are administered as follows:

Program Planning--Since the program is new, most of the planning is done between the Joint Board Manager, his assistant, and the center director. The director is the authority on substantive decisions regarding day care, while the others are concerned with strategy for union participation and approval, and employer relations, particularly in the present expansion plans. As other centers are established and Parent Advisory Committees are formed, other program-planning arrangements are likely.

Program Budgeting--During this first year, no definite budget was set. The center is considered a model from which the others will be fashioned. A set budget is anticipated for the future, however, and will probably be developed by the director and the administrative assistant, with approval of the trustees of the Social Benefits Association.

Staffing--All personnel matters are handled by the director in consultation with the administrative assistant.

Program Operations--Basic program structure and curriculum were developed by the director, and are now subject to continual evaluation and change by the director and the teaching staff, in joint and individual meetings.

Staff Organization

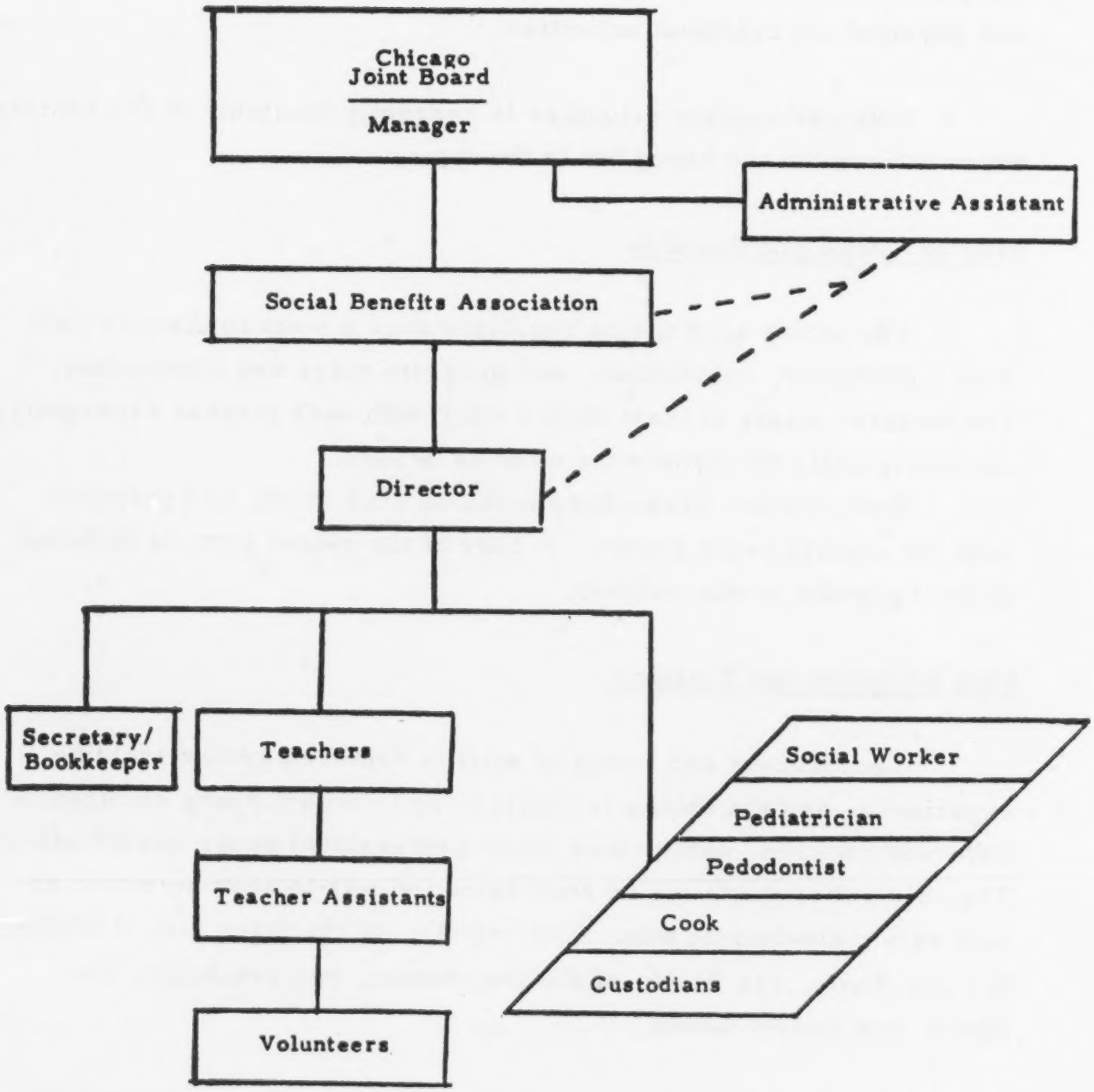
The director administers the day-to-day operations of the center, responsible to the Joint Board of ACWA. She has daily classroom contact with the children and the teachers. It is anticipated that when the second center is opened, she will continue in the present center full-time but will supervise both centers.

The secretary/bookkeeper handles administrative detail work, including record keeping, ordering supplies, and secretarial duties. She also plans the menus and orders all food. She comes in at 10:00 AM and stays until 6:00 PM or until the last child has been picked up. She also substitutes in the classroom when teaching staff are absent for short periods of time.

The pediatrician attends to health problems either directly or by referral to the clinic, the pedodontist is responsible for all dental care, and a psychiatric-social worker and psychologist consult regularly with the director, teachers and parents.

AMALGAMATED DAY CARE CENTER

ORGANIZATION CHART



The teachers are in charge of daily activities in their own classrooms, and plan curriculum within the basic structure, subject to review by the director and other staff. There is a teacher and an assistant teacher in each class area; both are responsible for carrying out general child education, social-emotional development activities, and physical-recreational activities.

Only one regular volunteer is currently available to the center; more volunteers are hoped for in the future.

Staff Meetings and Records

The entire staff meets regularly once a week to discuss children's problems, curriculum, and program plans and approaches. The director meets at least once a week with each teacher separately, and individually throughout the week as needed.

Each teacher keeps daily notes on each child, and prepares detailed reports twice a year. A copy of the report form is included in the Appendix to this volume.

Staff Selection and Training

Recruitment and hiring of staff is centered around training, experience, and the ability to relate to and respect young children of different cultures, rather than strict professional paper qualifications. The only policy guideline on staff selection was to seek an ethnic as well as a male-female mix. The results: of the three men teachers, two are Anglo, one Black; of the five women, two are Anglo, two Black, one Puerto Rican.

The staff development program is designed to acquaint staff members with educational psychology, music, programming, arts and crafts, child literature, cognitive development, racial and ethnic awareness, and a knowledge of working-class families. All staff

members receive two weeks of formal training and at least two hours a week of in-service training. This includes lectures on child development by day care specialists and visiting professionals, as well as working with a psychiatric-social worker, a pediatrician, and a (part-time) child psychologist. The union also provides resources for any staff member wishing to continue his formal education.

This program has enabled the director to hire three people who would otherwise have been disqualified for lack of experience and/or formal education. It has also allowed salary increases for staff.

AMALGAMATED DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Staff (18 – 12.4 full-time equiv.)	496	455
Paid Staff (17 - 11.9 full-time equiv.)	476	435
ADMINISTRATIVE ASSISTANT	8	----
DIRECTOR	50	25
PSYCHIATRIC SOCIAL WORKER	8	8
TEACHERS (4)	160 (40)	144 (36)
ASSISTANT TEACHERS (4)	160 (40)	144 (36)
PEDIATRICIAN	2 - 4	2 - 4
PEDODONTIST	2	2
SECRETARY/BOOKKEEPER	40	20
COOK	40	20
JANITOR		
ASSISTANT JANITOR		
In-Kind Staff (1 – .5 full-time equiv.)	20	2[illegible]
VOLUNTEER AIDE (1)	20	20

*Estimated

OVERALL PAID STAFF PROFILE

Education:

M. D.	1
D. D. S.	1
M. S. W.	1
Graduate Work	1
B. A.	4
Teacher Certificate	1
College Experience	3
High School	5

Sex:

Male	7
Female	10

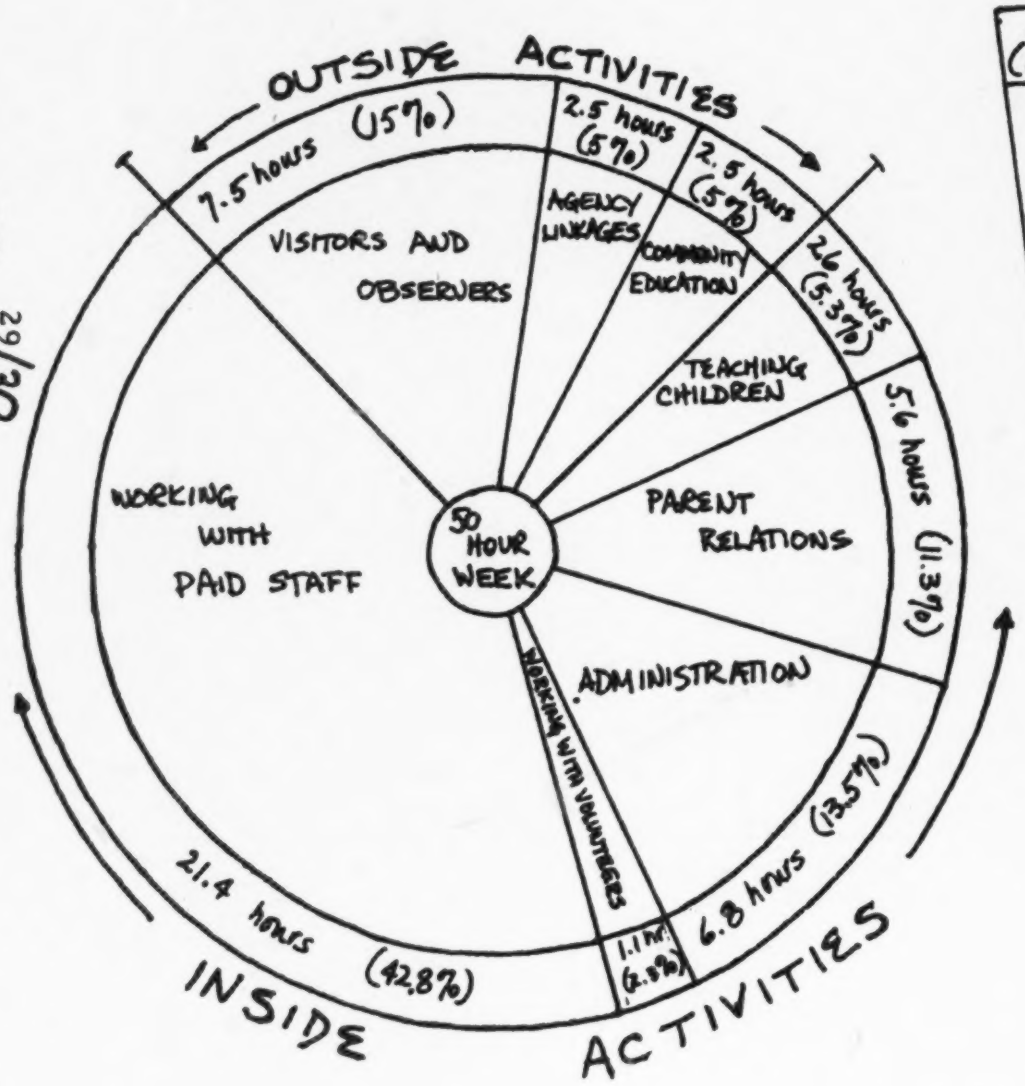
Ethnicity:

Anglo	11
Black	3
Chicano	2
Puerto Rican	1

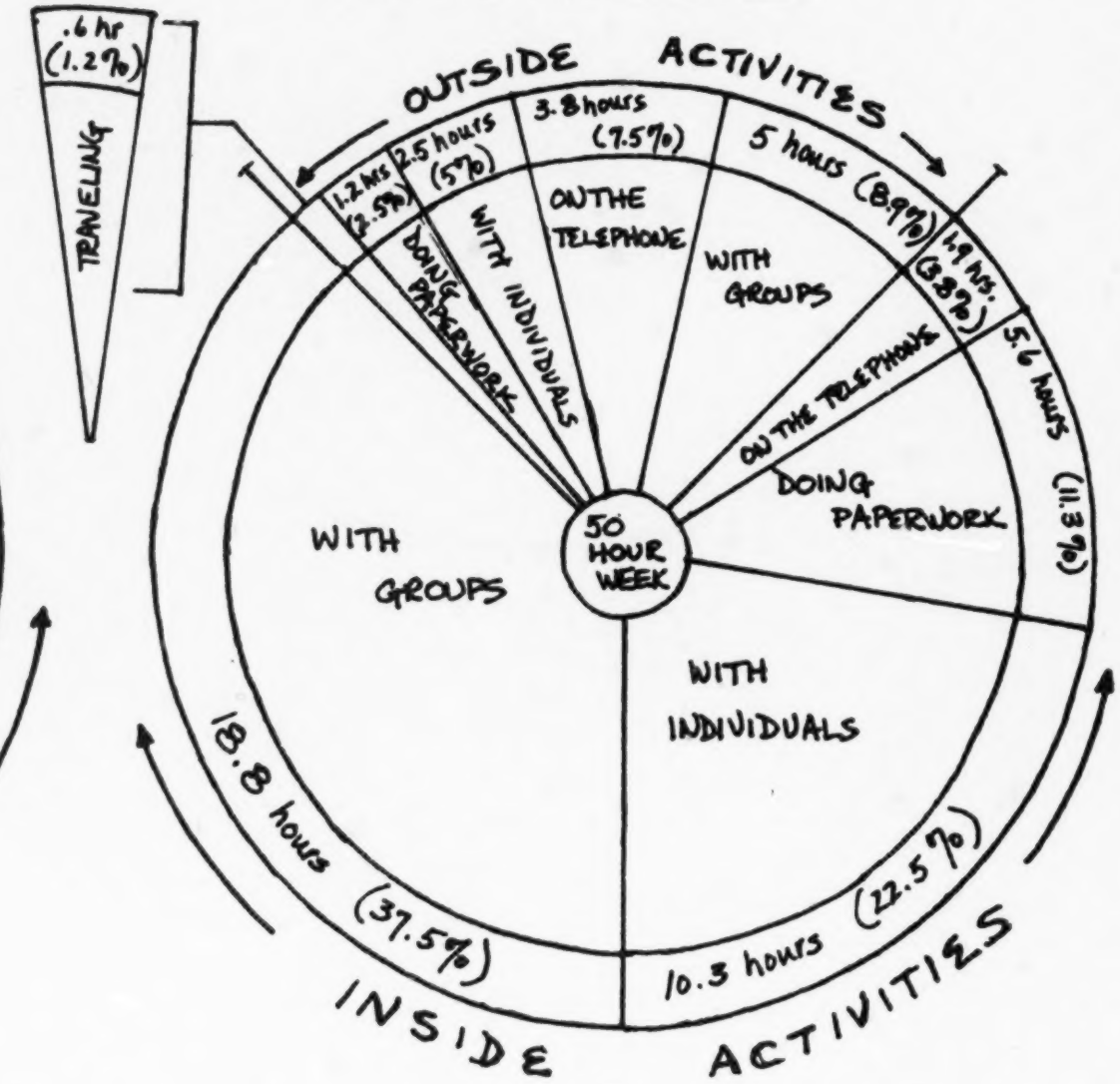
Parents of Project Children: 0

This is the way Amalgamated Day Care Center's Director spends her time:

This is what she spends it on:



And this is how she spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

AMALGAMATED ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	80 %	$126,600	$ 2,344	$ 1.14	80 % of $'s
Varying Core	4 %	6,700	124	.06	100 % of In-Kind
Occupancy	16 %	24,700	457	.22	81 % of Total ($ + In-Kind)
TOTALS	100 %	$158,000	$ 2,925	$ 1.42	

*costs to nearest $100, % to 1.0

BASIC CARE

	% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND
I. STANDARD CORE COSTS						
A. Child Care and Teaching	56%	$88,200		$84,300		$3,900
B. Administration	14%	21,500		21,500		0
C. Feeding	10%	16,900		16,900		0
II. VARYING CORE COSTS						
D. Health	4%	6,700		6,700		0
E. Transportation	0%	0		0		0
III. OCCUPANCY COSTS	16%	24,700		24,700		0
TOTALS	100%	$158,000 (100%)		$154,100 (98%)		$3,900 (2%)

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IN CONCLUSION

Comments about Amalgamated's Day Care Center cover the full range, from raves to disappointments, and perhaps best sum up its impact.

Parent comments:

> "It's a second home for my child. She's eager to go back every day." "I like it that it's integrated. The union helps all nationalities. They want to help people be people." "His mind is made up. Now we say grace before meals or we don't eat." "It's brought the family closer together. We have a common thing to talk about-- the center." "Now she lets you know when she doesn't want something or when she has had enough. She didn't do that before." "No, they don't punish him for misbehavior. I wish they would." "It's helped me be more patient, and given me a better understanding of my own child." "Now when I go to work there's no need to worry. I trust the staff." "Now I notice him more closely. I can see that he catches on easily, and can express himself more." "I think it's giving him a good base to build on. He's learned to get along with other children, to use materials and equipment constructively, and learned numbers and the alphabet."

Teacher comments:

> "The most important need for a pre-schooler is a responsive environment. We try to give him one which allows for his individual needs while impressing on him the group's needs. The classroom needs to be both stable and exciting." "What makes a good teacher? (1.) Patience. (2.) A good reaction to children. (3.) A realistic perception of children. (4.) A real liking for children. (5.) Some theoretical training." "In cases of misbehavior, I try to undercut the situation in a way that cools the violence. I take the child outside the situation so he can get a picture of it." "The best thing about this place is Manni Tuteur's (the director) willingness to listen to anything. The worst thing is the building. It's chaotic." "Good behavior is generally responded to with a smile or a pat on the head. With a few words of praise. With a hug." "The director is nondirective and nonauthoritative. It's difficult for her to make a firm decision." "If he persists in bad behavior, he's put in the think chair to think over what he's been doing. The teacher then explains to him what the trouble is. He usually decides to come back to the group."

Observer comments:

"I ate two meals with them and didn't see any great amount of concern for who was eating what. No one tried to force them to clean their plates and that routine." "The attitude toward the day care center (from the union) is really wild. 'Build the center,' they said. 'The kids will come.'" "Many of those who do bring their kids are very concerned with the traditional learning skills. One mother was very concerned that her child learn to read. It later turned out that she herself could not." "It struck me that the more you have, the more you expect. Staff knows that the finances are in pretty good shape, and they can in fact go out and buy minor things. The depreciation rate on equipment has been extremely high." "The children come first at Amalgamated with the director and staff."

The observation team felt that the Amalgamated Day Care Center provided quality child care and educational development. In some areas, notably parent involvement and social service resource functions, the center could be doing more, and undoubtedly will as it matures and expands. In other areas, excellence already exists. At the basic care level, all elements are being provided in exemplary fashion: protection, nutrition, health, tender loving care, and general stimulation of mind and body. In addition the center, as a part of a larger comprehensive social benefits program, has a rich mixture of program elements which meets some of the developmental needs of children, staff, parents, employers, and union.

For children: planned skill teaching in self-reliance; self-image enrichment; peer cooperation; health and nutrition; and cross-cultural appreciation.

For staff: advancement through training; in-service support; adequate pay; exceptional fringe benefits.

For parents: lessened financial strain; knowledge of adequate care for child; less absenteeism; health care and social service assistance otherwise not available.

For employers:	increased productivity and efficiency; less absenteeism; more stable work force; less turnover; and decreased tension in the factory during working hours.
For union:	Brings members closer to their organization; provides opportunity for meaningful service to the members; fills important need of union members who are parents of children three to five.

The Amalgamated Day Care Center is an excellent example of quality service, directly responsive to community need, provided by the union for the benefit of its members, using funds negotiated from the employers.

APPENDIX

The appendix consists of illustrative materials drawn directly from the center. Included are:

Daily Classroom Schedule

Sample Menu

Child Progress Report Form

Union Pamphlet

Amalgamated Day Care Center Daily Schedule

6:00 - 8:00	Teachers arrive and supervise activities while greeting the new arrivals
8:00 - 8:30	Supervise breakfast and clean up
8:30 - 8:50	Structured activities
8:50 - 9:15	Free play
9:15 - 9:35	Music
9:35 - 10:00	Outdoor play or indoor activity depending upon the weather
10:00 - 10:15	Washup and story
10:15 - 10:30	Snack
10:30 - 10:45	Shape concept training
10:45 - 11:00	Free play
11:00 - 11:30	Peabody kit
11:30 - 11:45	Wash up and prepare for lunch
11:45 - 12:15	Lunch
12:15 - 2:30	Nap

During this time the teacher meets with the director or plans her program.

(The teacher that comes in a 6:00 AM leaves at 2:00 PM)

2:30 - 6:00	Individual activity or free play as children leave.

SAMPLE MENU

CHICAGO BOARD OF HEALTH – NUTRITION SECTION

CIVIC CENTER

Day Care Center Menu Planning Form

Name: Amalgamated Child Day Care and Health Center Director's Name: Muriel Tuteur

Address: 323 S. Ashland Zone 60607 No. of Children: _____

Telephone: 243-3147 Date: November 2 - 6, 1970

MONDAY	WEDNESDAY
Baked chicken with dressing Buttered green peas Celery sticks Enriched white bread/butter Gelatine Milk	Hard cooked eggs Broiled bacon Cheese sticks Hash brown potatoes or rice Green peas Enriched white bread/butter Fruit flavored gelatine Milk
TUESDAY	**THURSDAY**
Spanish rice with ground beef Carrot sticks Buttered spinach Apple sauce Whole wheat squares/butter Milk	Hot dog with bun Mustard or catsup Mashed potatoes Cabbage and carrot salad Fresh fruit Milk

FRIDAY

Baked fish sticks with tomato sauce
Brown rice
Tossed fresh vegetable salad
Buttered spinach
Orange slices
Milk

SNACKS: Mid-Morning Mid-Afternoon

Noon Meal Guide

Meat, poultry, fish, cheese or egg dish
Potato
Dark green or yellow vegetable
Bread w/ butter
6 oz. milk
Simple dessert – pudding or fruit

Morning Snack Guide

4 oz. orange or grapefruit juice or
8 oz. tomato juice

Afternoon Snack Guide

6 oz. milk
Plain cookie or cracker

FORM TO BE FOLLOWED ON PROGRESS REPORT

THE FOLLOWING AREAS SHOULD BE COVERED IN THE REPORT: (Please indicate changes, growth, or regression)

1. DESCRIPTION OF THE CHILD

    a. Physical appearance
    . Muscular development
    c. Health and attendance
    d. Speech
    e. Self image
    f. Interests
    g. Intellectual characteristics
    h. Fears
    i. Thumbsucking, masturbation, if any, in what situation?
    j. Unusual behavior
    k. Attitude towards family

2. CHILD'S ARRIVAL AT THE DAY CARE CENTER

3. CHILD'S DEPARTURE FROM THE CENTER

4. RELATIONSHIP WITH TEACHER

5. RELATIONSHIP WITH OTHER ADULTS

6. RELATIONSHIP WITH OTHER CHILDREN

7. RESPONSE IN ROUTINES

    a. Bathroom
    b. Mealtime
    c. Rest time
    d. Dressing
    e. Clean-up

8. RESPONSE TO MATERIALS AND ACTIVITIES

9. TEACHER'S RECOMMENDATIONS

AMALGAMATED CHILD DAY CARE AND HEALTH CENTER
323 S. Ashland Blvd. 243-3147

PROGRESS REPORT

CHILD'S NAME _____

SEX _____ BIRTHDATE _____

ADDRESS _____ PHONE _____

FATHER'S NAME _____

MOTHER'S NAME _____

DATE OF REPORT _____

SUBMITTED BY _____

the Union And the Day Care Center

In March, 1970, a day care center opened on the near west side of Chicago.

MISSION

"The job of any trade union is to help provide a better standard of living, a higher and fuller quality of life. A better standard of living for our members means not only better wages, shorter hours, paid vacation, holiday, insurance and retirement programs, but it also means better housing, equal opportunities, finer education and improved health care for the entire family.

"One of the reasons our Union has become involved in the establishment of day care centers is because industry encouraged women to enter the work force, but did nothing to meet the problem of caring for the children of the mothers they encouraged to work.

"The Union is not providing an opportunity so mothers can leave the home. Women in the garment industry have to work and they have no choice. Their only choice is what kind of care their children get. In most cases, working mothers have no choice today on the quality of care for their children. We intend to give the members of the Chicago Joint Board a choice."

Murray H. Finley, Manager, CHICAGO JOINT BOARD, and Vice President, Amalgamated Clothing Workers of America

THE CONCEPTION

The Chicago center was conceived and executed by the Chicago Joint Board of the Amalgamated Clothing Workers of America. It was designed by John C. Heinrich, one of the architects responsible for the city's famed Lake Point Tower. The building is of a single-story, highly functional design. It has no permanent walls within, enabling shifting screens to enlarge, enclose or alter. It features super graphics, is fully carpeted and has outdoor play areas which include rooftop use.

A PARENT'S PEACE OF MIND

The idea for the Center grew out of the union's commitment to provide something for its members that went beyond the multiple benefits that had already stamped "the Amalgamated" as one of the most enlightened and progressive unions on the American Labor scene. That something which it sought to impart was peace of mind to the working parent . . . Peace of mind to enable someone on the job to be worry-free and not anxious about the care of their children while they were working . . . Peace of mind for members with small children who had neither help at home to care for their children nor sufficient funds with which to place them in facilities elsewhere. The cost of maintaining the children in the day care center is estimated to be $2,000 annually per child. It is totally free to the member; total cost is absorbed by the Union.

WORKING WOMEN

Important in the union plan for the day care center was the fact that the clothing industry employs more women than other industries. In the Chicago area, Amalgamated membership includes 70 percent women. Working mothers, by definition, hold two full-time jobs. They return home after a full day's work in the factory to assume their family responsibilities.

OTHER PROGRAMS

The Amalgamated Clothing Workers of America had long since established:

. . . a retiree center where hundreds of senior members gather daily for relaxation with friends as well as for organized social, educational, and recreational programs.

. . . an educational fund that provided as a matter of right an educational grant for any 13-year member's son or daughter for his post high school education.

. . . a complete medical, dental and pharmaceutical clinic of its own, the Sidney Hillman Health Center, offering free medical service and prescription drugs as well as eyeglasses, physiotherapy, etc.

. . . the United Dwellings Foundation, which will provide union members and others throughout the city with quality residential housing on a not-for-profit basis.

THE PHILOSOPHY

The sixty children are exposed to a philosophy whose objectives are:

"To provide an atmosphere where union parents can leave their pre-school children and have peace of mind while working.

"To give the children a chance for complete development intellectually, emotionally, physically and socially, under expert guidance.

"To add cultural enrichment to the lives of the children."

The Union believes you can never be finished accomplishing these objectives; "you merely continue in pursuit of them", according to Murray Finley. "And the way in which the union has tried to do so is by providing in addition to its facilities a dedicated staff that remains in search of the objectives."

HOURS AND DAYS

To the Union, the day care center was a logical extension of its mission, and funded by the Amalgamated Social Benefits Association, the comfortable, airy building is open from 6 a.m. to 6 p.m. five days a week, 50 weeks a year. It is closed on New Year's Day, Good Friday, Memorial Day, July 4th, Labor Day, Thanksgiving Day and Christmas Day—all days that members by their Union contracts have paid holidays.

THE STAFF

The teaching staff is comprised of a director, four fully accredited teachers and three assistant teachers.

In addition, the staff includes: a full-time secretary, a full-time cook, a part-time psychiatric social worker, part-time volunteers and attending pediatricians and pedodontist (child's dentist). The pediatrician gives the children innoculations required by the Board of Health and examines the children regularly. He also dispenses shots for the prevention of polio, German measles, etc. The pedodontist who works exclusively with children, conducts examinations, x-rays, and administers treatment. All medical and dental service is at no cost to the parent.